

Report of Program Accreditation Recommendations

February 2012

In-Folder

Overview

This report consists of recommendations made about the initial accreditation of professional preparation programs based upon institutional responses to program standards. The report also provides information on programs that have transitioned to revised program standards, programs that have elected to change to “Inactive” status or are requesting “Reactivation.” In addition the item presents requests from institutions for programs to be “Withdrawn.” The COA will review these requests and take action to formally withdraw the programs.

Staff Recommendation

That the Committee on Accreditation grant initial accreditation (A) to the following preparation program(s), as recommended by the appropriate reviewers and take action to withdraw the following preparation programs as requested by the institution (E).

Staff Recommendation

That the Committee on Accreditation grant initial accreditation (A) to the following preparation program(s), as recommended by the appropriate reviewers and take action to withdraw the following preparation programs as requested by the institution (E).

A. Programs for Approval by the Committee on Accreditation

Education Specialist – Added Authorization Programs

Autism Spectrum Disorders

Cal Poly San Luis Obispo

California Polytechnic State University, San Luis Obispo is prepared to offer the Autism Spectrum Disorders Additional Authorization to teachers who already possess a mild to moderate education specialist credential. The program is comprised of six on-site sequenced courses as well as fieldwork across three academic quarters. Candidates complete both written assignments and fieldwork in which they demonstrate their ability to apply research on autism to targeted students in both home and classroom settings. Individual coaching is provided on a weekly to bi-weekly basis by Cal Poly faculty to ensure candidate success in implementing interventions with fidelity.

Early Childhood Special Education Added Authorization

The Stanislaus County Office of Education has maintained a strong rapport with Central Valley districts through its innovative leadership. Addressing the need of local districts in creating a special education district internship program in 2003, SCOE launched a rigorous mild/moderate credential program in partnership with several district leaders. Based on its highly successful mild/moderate credential program, SCOE complemented the mild/moderate program with its equally regarded moderate/severe credential program in 2007, once again addressing the needs of a number of local districts. Currently, SCOE

maintains an added authorization program in autism. The Autism Added Authorization program continues to grow as it meets the demand of supplemental credential candidates. With the implementation of the Early Childhood Special Education Added Authorization, SCOE's leadership again continues to collaborate with the members of its consortium by providing a high-quality supplemental program in early childhood special education.

Program(s) of Professional Preparation for the Clear Education Specialist Induction Credential

Santa Clarita Valley BTSA Consortium

The Santa Clarita Valley BTSA Induction Consortium- Clear Education Specialist Induction Program is a consortium of four school districts and three private schools geographically located within the Santa Clarita Valley. The program promotes life-long learning which in turn increases teacher efficacy and retention while improving instruction for all students. It is designed as a credential clearing program for general education and educational specialist preliminary credential holders with the following authorizations: Mild/ Moderate and Moderate/ Severe. The goal of the program is to offer support during a new teacher's first two years of teaching to develop thoughtful, reflective practitioners early in their career. The program is designed as job embedded professional development which builds upon and extends a participating teacher's preparation to meet the academic learning needs of all students. Each Participating Teacher is assigned a Support Provider whose role is to provide individualized support through Formative Assessment for California Teachers (FACT), assist teachers in their application of Pedagogy and Universal Access to all of their students. Candidates will be required to successfully complete the Education Specialist Induction program to be recommended to the CTC for a Clear Education Specialist Credential.

Claremont Graduate University

Claremont Graduate University offers a Clear Induction Program for Education Specialist teachers who hold a preliminary credential. This program leads to a clear credential in just two terms, with each term having an academic and clinical component. The goal of CGU's Education Specialist Clear Induction program is to help teachers understand and take ownership of their own professional development and, as such, is tailored to the teacher's individual needs and interests. Teachers need not be employed at a school but do need to work with a consistent body of students over the term to complete the clinical component of the Education Specialist Clear Induction program. The program uses the Formative Assessment for California Teachers (FACT) system of formative assessment.

Program(s) of Professional Preparation for the Bilingual Authorization

Note: The Bilingual Authorization was developed to prepare educators of English Learners. Deaf Students are not English Learners by California definition, but American Sign Language is a distinct language. For employment purposes, educators of the deaf in California are required to have an Education Specialist: Deaf and Hard-of-Hearing Credential.

University of California, San Diego (Bilingual Authorization - American Sign Language)

The Bilingual Authorization program in the Education Studies Program (EDS) at the University of California, San Diego, prepares candidates for the bilingual authorization in American Sign Language concurrently with a Multiple Subjects as part of a two-year Master of Arts program in which candidates also earn an Education Specialist: Deaf and Hard-of-Hearing credential. Candidates develop depth and breadth of knowledge in the history and culture of deaf people in America from a variety of backgrounds through a range of course offerings at UCSD, including courses in the Departments of Communications and Education Studies. Core EDS Bilingual Authorization (ASL) coursework, taught in collaboration with the EDS Bilingual Authorization Program in Spanish, Asian & Middle-Eastern languages, includes the history, politics and theory of bilingual education, language and culture in education, equitable educational research and practices, and bilingual instructional practices. All candidates engage in substantive field experiences with K-6 students in Deaf and Hard-of-Hearing classrooms through completion of student teaching assignments. Candidates demonstrate competence in bilingual methodology and cultural knowledge through signature assignments aligned to the Bilingual Authorization Program Standards that are embedded in core coursework and field experiences. Candidates for the bilingual authorization in ASL may demonstrate language competence through coursework and program assessment.

CSU San Bernardino (Bilingual Authorization – Spanish)

California State University, San Bernardino, College of Education and the Department of Language, Literacy & Culture's (LLC) aim to prepare Multiple Subject candidates for the Bilingual Authorization in Spanish. The principles underlying the Bilingual Authorization Credential Program are grounded in robust theoretical frameworks, and presented comprehensively across the program of study in the teaching of cultural, linguistic, and pedagogical issues shaping current educational practices in biliteracy. The Bilingual Authorization program bridges theory and practice while focusing on biliteracy pedagogy; developing comprehensive theory of bilingual education, cultural, linguistic, historical and political knowledge of Latinos; requiring high levels of Spanish language competence as evidenced by the CTC accredited Spanish competency course work or demonstrated Spanish language proficiency via the CSET LOTE III; developing a depth and breadth of knowledge in the acquisition of English as a second language, both theoretical and practical; building on our teacher candidates' rich cultural and linguistic experiences in preparation for working successfully with our communities' diverse children and families in our surrounding school districts and state; and investing in the successful completion of student teaching in bilingual K-8 classrooms.

Program(s) of Professional Preparation for the M/S S/S Induction Program
Claremont Graduate University

Claremont Graduate University offers an Induction Program for General Education teachers who hold a preliminary credential. The program leads to a clear credential in just two terms, with each term having an academic and clinical component. The goal of CGU's MS/SS Induction Program is to help teachers understand and take ownership of

their own professional development and, as such, is tailored to the teacher's individual needs and interests. Teachers need not be employed at a school but do need to work with a consistent body of students over the term to complete the clinical component of the MS/SS Induction Program. The program uses the Formative Assessment System for California Teachers (FACT) formative assessment system.

E. Recommendation about the Withdrawal of Professional Preparation Program

Withdrawal of the following programs have been requested by the institutions offering them. The date of withdrawal will be the date of the COA's action.

When an institution withdraws an educator preparation program the institution must wait a minimum of two years before the institution may request re-accreditation of the program (Accreditation Handbook, Chapter 3.)

Sonoma State University

Education Specialist: Resource Specialist Program, effective January 30, 2012.